



What is an Alignment Guide?

The process you are about to undertake is the creation of a guide that aligns current curriculum with the expectations of the Montana Common Core Standards (MCCS). Most likely you will find that your core program does not align perfectly with the upcoming MCCS. That is okay! This process will help you acquire a deeper understanding of the expectations of the MCCS. You will find your thinking, expectations, and understanding of the MCCS will shift. This is a good thing. The discovery that your program is not directly aligned will lead you toward a gap analysis. The gap analysis will help you add curricular materials that support the rigorous expectations of the MCCS. This way, you can ensure that you have a guaranteed and viable curriculum. We can no longer cover content and hope to meet standards. We must carefully identify where, when, and how we will allow our students to experience and own the concepts and skills of the MCCS.

An alignment guide will create the bridge between the MCCS and the classroom. Through this process you will look at a “triangle” of alignment which includes the alignment of the written curriculum (the MCCS), the tested curriculum (all assessments that accompany the literature book and state tests), and the taught/learned curriculum (identified materials with targeted mastery skills) provide the underlying framework of the alignment process.



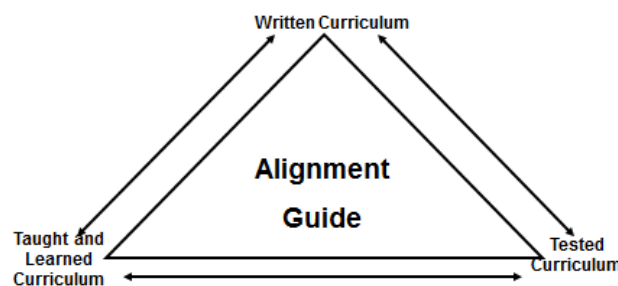
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Overview for Stages 2 and 3 Alignment Module

Montana Common Core Standards (MCCS) are broad statements of what students should know and be able to do. The Standards establish the criteria for students' academic achievement and drive what students learn in the classroom. The bridge between the MCCS and the classroom is the curriculum alignment document. The alignment of the written curriculum (including the MCCS), the tested curriculum (all assessments that accompany the literature book and state tests), and the taught/learned curriculum (identified materials with targeted mastery skills) provide the underlying framework of the alignment process.

The Underlying Framework



The benefit for teachers and students is a “no surprises,” straightforward roadmap that links the Montana Common Core Standards to the textbook, instructional materials, and resources which are the universal access resource in language arts classrooms.

While the standards define the essential learning and the curriculum alignment ensures that students have studied the required content before taking tests, they do not describe all that can or should be taught. It is a priority to integrate quality Indian Education for All (IEFA) content within the aligned curriculum. Putting students and their needs and interests at the center of decision making, teachers will incorporate appropriate and culturally-responsive materials that address the essential understandings regarding Montana Indians. The goal is to develop culturally-healthy students and communities firmly grounded in their language, culture and heritage.

The careful alignment of standards, assessments, and instruction provides the focus and coherence for creating an instructional plan that will prepare students for academic college courses and workforce training programs. Implementing an aligned curriculum will result in a measurable impact on student achievement. The implementation of this work is detailed and complex and requires an on-going collaborative process of refining and revising instructional plans and learning progressions. A job well done, as evidenced by the success of the students, is the reward.

The Alignment Module includes seven steps designed to prepare participants to complete the alignment work. Each participant should complete all seven steps before beginning the work.



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Stages 2 and 3: Align Curriculum and Instruction

Alignment Module for the Montana Common Core Standards (MCCS) for English Language Arts Alignment Guide

Checklist for the Alignment Module

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.	Have Not Begun	Just Underway	Making Progress	Successfully Completed
Stage 2: Alignment Module Steps 1-6				
Step 1: Gathering Resources Participants have gathered all of the resources needed to begin Stage 2: Alignment Module.				
Step 2: Understanding the Elementary or Secondary Sample Alignment Guide Participants have reviewed the sample template and the information in each column.				
Step 3: Using an Assessment-Based Approach to Alignment Participants have reviewed assessments, determined which will be used and how it will be used. The decisions were made collaboratively and are recorded.				
Step 4: Aligning the Tested Curriculum and the Taught/Learned Curriculum Participants understand the thought processes for correlating the Tested Curriculum to the Taught/Learned Curriculum. They know how to choose essential content and selections.				
Step 5: Aligning the Tested Curriculum and the Taught/Learned Curriculum to the MCCS Participants understand the thinking processes for correlating the Tested Curriculum and the Taught/Learned Curriculum to the MCCS in an alignment guide.				
Step 6: Developing Quality, Text-Dependent Questions Participants know what text-dependent questions require and what resources to use to guide their efforts in creating text-dependent questions.				
Step 7: Beginning the Process Staff has completed the first six steps of the module and is ready to begin the process of collaboratively developing an alignment guide at the school level.				
a. Staff has completed the first quarter alignment.				
b. Staff has completed the second quarter alignment.				
c. Staff has completed the third quarter alignment.				
d. Staff has completed the fourth quarter alignment.				
Additional resources for Stage 2: Alignment Module				
Secondary or Elementary Alignment Guide Blank template				
Glossary for Aligning Curriculum and Instruction				
Step 3 Assessment Support Document				

STEP 1 GUIDANCE DOCUMENT

Elementary Alignment Module

Step 1: Gathering Resources

Stages 2 and 3: District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.

Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA standards.

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

Step 1: Gathering Resources (15 - 25 Minutes)

Note: *Gather all of the resources and put them in a binder or folder. You will need to have all of these resources for each of the seven steps that you will complete. You should not begin the actual development of your alignment guide until all seven steps have been completed.*

Resources for Step 1

Textbook and Instructional Resources

- Teacher's Edition
- Scope and sequence (within teacher's edition)
- Skills trace (within teacher's edition)
- Assessments
- IEFA content
- Additional resources (e.g., Teacher's Tool Kit, Resources Manager, Assessment Files, etc.)

Resources for Stages 2 and 3

- Elementary Alignment Guide Resource Packet
- Elementary Alignment Guide Template
- Elementary Alignment Guide Template 2
- Publisher's Alignment Guide
- MCCS Unpacking Documents: A Progression of Sub-Skills
- Gap Analysis per grade level

Prior Resources from Stage 1

- Appropriate grade-level MCCS
- Career and College Readiness Anchor Standards
- Lexile-level designations for each grade level (page 8 from Appendix A)
- Pages 5 and 6 from "The First Ten Pages of the MCCS Standards for English Language Arts in History/Social Studies, Science and Technical Subjects"
- Montana Common Core Shifts in ELA

Step 1: Gathering Resources

All of the above resources will be used in the seven steps of the Stages 2-3 Alignment Module. All resources listed under *Resources for Stages 2 and 3* and all *Prior Resources from Stage 1* can be downloaded from the OPI website at www.opi.mt.gov/MontanaCommonCoreStandards.



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Many of the textbook resources may also be available to you online. Determine if you have or can acquire logins and passwords to the publisher's website for accessing teacher resources. Locate all of the resources. Each teacher should have his/her individual copies of the resources. These resources will provide all of the tools for informing your choices for your alignment guide.

Summary of Step 1

All resources needed for the Stages 2 and 3 modules will be available on the OPI website at www.opi.mt.gov/MontanaCommonCoreStandards. It is important to organize all of these resources together in a binder or folder so that they are easily accessible when you begin each training module. This binder or folder will also provide an organized and quick reference guide after the completion of the training as you begin to use all of your resources to develop your own alignment guide.



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STEP 2 GUIDANCE DOCUMENT

Elementary Alignment Module

Step 2: Understanding the Elementary Sample Alignment Guide

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Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA standards.

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

Step 2: Understanding the Elementary or Secondary Sample Alignment Guide (30 - 45 Minutes)

Resources Needed for Step 2

- Elementary Sample Alignment Guide and Elementary Sample Alignment Guide 2
- Elementary Sample Skills Trace

Review the elementary sample alignment guide and become familiar with the information in each column.

Header: the grade level and the instructional quarter are designated

Column 1: MCCS

Lists the MCCS that are addressed in each quarter by strands, topics and standards. NOTE: Not all standards will be addressed every quarter since the standards are aligned with the selections chosen. If a standard is addressed multiple times within instructional units it is listed only once for the quarter.

Column 2: Instructional Focus with Applicable Selection

Refer to the Elementary Skills Trace. A similar resource can be found in most textbooks. The Skills Trace identifies the skills that are addressed in the selections. On the Elementary Skills Trace the listing is in the far left column and titled "Mastery Skills and Concepts."

Refer to the Elementary Alignment Guide. Find column 2. Look in the box labeled "Instructional Focus with Applicable Selection." The information from the Elementary Skills Trace drives the contents of this box in column 2. It is suggested that the same verbiage be used in the column 2 top box in the Elementary Skills Trace. This will provide the organization for the rest of column 2.

Column 3: Text Dependent Questions

Column 3 lists text-dependent questions specific to a selection that require students to think analytically and to cite evidence from the text in their responses. The value of this column is that text-dependent questions are carefully planned and will guide students toward extracting key ideas from their reading. Classroom questioning will therefore, not be totally dependent on spontaneous questions.

Summary of Step 2

It is essential that everyone who will be involved in creating the alignment guide have an in-depth



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understanding of the information that is included in each of the three columns. You may develop your own template, or you may use the one that is provided; however, the information contained within each column of any template you decide to use will not change.



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STEP 3 GUIDANCE DOCUMENT

Elementary Alignment Module

Step 3: Using an Assessment-Based Approach to Alignment

Stages 2 and 3: District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.

Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA standards.

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

Step 3: Using an Assessment-Based Approach to Alignment (15 - 25 Minutes)

Resources Needed for Step 3

- Access (print or online) to all textbook-based and district-required assessment resources for review (e.g., diagnostics, selection tests, unit tests, benchmarks, periodic formative assessments, etc.)

Ordinarily, when building an alignment guide, teachers would begin with a “systems approach” (e.g., *Backward Design*), to determine which assessment resources will be used to evaluate student progress. This “systems approach,” or *Backward Design*, would involve using the outcome assessment data to drive and inform the choice of selections within your textbook materials. However, in this first year of development and implementation of the alignment guide, the use of the textbook skills-based assessments will provide a sounder basis for making revision decisions in subsequent years. For now, we will be using the textbook assessment resources that are aligned to the standards and later switching to utilizing outcome assessments to drive the choice of selections. In all cases, the choice of assessments must be made collaboratively (as a grade level or as a department) as this drives the contents of column 2 — the taught/learned curriculum.

Summary of Step 3

Evaluate your textbook assessments to determine which ones you want to include in your alignment guide — such as unit tests, benchmark tests or district suggested assessments. You will want to consider the kinds of assessments to include (formative and summative) and the frequency of assessments. These decisions should be made after thoughtful discussions among staff that build a consensus about what to include and what to eliminate. Because you will be using a “backward planning” process from aligned textbook assessments, these assessment decisions directly impact daily classroom instruction. The decision regarding which assessments to include in the alignment guide should be recorded and not just agreed upon verbally. This will allow you to revisit the decisions made as a collective group.



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STEP 4 GUIDANCE DOCUMENT

Elementary Alignment Module

Step 4: Aligning the Tested Curriculum to the Taught/Learned Curriculum

Stages 2 and 3: District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.

Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the English Language Arts and literacy standards.

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

Step 4: Aligning the Tested Curriculum to the Taught/Learned Curriculum (30 - 45 Minutes)

Resources Needed for Step 4

- Assessment decisions from Step 3
- Textbook Resources
- Elementary Sample Alignment Guide
- Elementary Sample Alignment Guide 2
- Elementary Sample Skills Trace: Lesson Planner
- Elementary Sample Skills Trace: Lesson Assessment
- MCCS Unpacking Document for your Grade Level
- Publisher's Alignment Guide for your Elementary Program
- Gap Analysis for your Grade Level
- Pages 5 and 6 from "The First Ten Pages . . ."

Identifying the Tested Curriculum (Step 3) is a prerequisite for Step 4. Assessment decisions made in Step 3 should have been recorded and not just agreed upon. A record of assessment decisions will give you a place to come back to during critical conversations about content that will take place in Step 4 — the alignment of the Tested Curriculum to the Taught/Learned Curriculum.

The use of a textbook and its resources ensures universal access to content through a common vehicle to the MCCS. All students are ensured of having access to equitable instruction through uniform content, regardless of classroom assignment.

Step 4 is where "the work" begins. The task is to first align the Tested Curriculum (Step 3) to the Taught/Learned Curriculum which will be determined in this step — Step 4. Once that alignment is complete, the Tested Curriculum and the Taught/Learned Curriculum is aligned to the Written Curriculum. The result of the work is a guaranteed and viable curriculum. A guaranteed and viable curriculum assures equal opportunity to the content for all students and adequate time for teachers to plan and teach and time for students to learn all the essential content.

When weighing the content, there are several factors to consider:

- The Tested Curriculum — assessments from Step 3
- Endurance — has value beyond a single test day
- Leverage — teaches knowledge and skills that will be of value in multiple disciplines



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- Readiness — prepares for the next grade level or the next day of instruction
- What students need for success in college and career

The goal of this step is not the elimination of content. The goal is the prioritization of content.

Adhering to the scope and sequence of an elementary program is critical due to the spiraling nature of the program. Using the unpacking document of the MCCS will help prioritize the skills teachers need to focus on and students need to learn.

- Download the publisher's alignment document for your elementary program.
- Refer to the unpacking document of the MCCS for the following strands: Reading Foundational Skills, Reading Literature, Reading Informational, Writing, and Language.
- Refer to one strand at a time in the publisher's alignment document and the unpacking document.
- Use the publisher's alignment document to identify the skills within the program and keep a tally of those on the unpacking document. This will be used to determine the overall strengths and weaknesses of the elementary program to the MCCS.
- Also, tab or note the activities within the elementary program that are directly aligned with the MCCS.
- After each strand is completed, refer to the lesson assessment to determine if the skills that are aligned with the MCCS are also a focus on the assessment.
- Refer to page 5 of "The First Ten Pages . . ." document of literary and informational passages. Determine if there is a balance in your selections between informational and literary texts.

Formatting is also very important and must be consistent throughout the alignment guide. If several people are working on the same alignment guide, when you merge the work it is very important that the formatting is consistent so that the alignment guide is a useable and professional document. Formatting includes placement of information and the use of page numbers, bolding, underlining, italics, indentation, capital letters, etc.

Summary of Step 4

Developing your own alignment guide is labor intensive and is best accomplished through a collaborative effort. The column 2 work will require several, uninterrupted 1 ½ - 2 hour blocks of time. You should have a clear direction to begin, based upon your assessment decisions.



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STEP 5 GUIDANCE DOCUMENT

Elementary Alignment Module

Step 5: Aligning the Tested Curriculum and the Taught/Learned Curriculum to the MCCS

Stages 2 and 3: District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.

Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA standards.

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

Step 5: Aligning the Tested Curriculum and the Taught/Learned Curriculum to the MCCS (20 - 30 Minutes)

Resources Needed for Step 5

- Elementary Sample Alignment Guide
- Elementary Sample Alignment Guide 2
- Appropriate Grade Level MCCS
- MCCS Unpacking Document for your grade level

The work of Step 5 involves listing the MCCS in column 1 that correlate to the instructional content of a completed unit in column 2.

Review the essential content to determine which of the MCCS they address. NOTE: It is important to be able to “unpack” the standard to determine exactly what the embedded skills are within the standard. It may be necessary to review that unpacking process before completing Step 5.

Cut and paste the appropriate MCCS by strand, topic and standard. Determine the standards for the next unit until all units within the quarter have been aligned. You will not need to cut and paste the standards for each unit separately. Not all standards will be addressed every quarter since the standards are aligned with the selections chosen. If a standard is addressed multiple times within instructional units it is listed only once for the quarter. If a standard or an objective is taught in unit 2 that was not listed for unit 1, then just add the additional standard in the appropriate place among the standards that are already listed for unit 1. In other words, the organization and order of the MCCS as written will not be changed; only the ones addressed during the quarter will be listed.

Summary of Step 5

Once you have identified all of the objectives, skills, and concepts and sequenced those in column 2 of your alignment guide, you are ready to align the MCCS to those skills. You will want to have an electronic copy of the MCCS from which you can cut and paste for column 1. Undoubtedly, some skills in column 2 will address the same standard; formatting is easier if the standard is listed only once. You may choose to complete column 1 for the entire quarter after you have completed all units in column 2 or you may choose to correlate standards for each unit within a quarter. This alignment of skills-to-standards will require collaborative, professional critical conversations to facilitate the correlation of column 2 to column 1.



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STEP 6 GUIDANCE DOCUMENT

Elementary Alignment Module

Step 6: Developing Quality, Text-Dependent Questions

Stages 2 and 3: District curriculum has been revised or created that aligns with the MCCS at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level.

Educators have identified instructional resources that are coherent, consistent, and comprehensive and that support effective learning of the ELA standards.

Purpose for Stages 2 and 3: To create an alignment document that ensures alignment of the written, the tested and the taught/learned curricula through a collaborative, on-going process.

Step 6: Developing Quality, Text-Dependent Questions (15 - 25 Minutes)

Resources Needed for Step 6

- Elementary Sample Alignment Guide and Elementary Sample Alignment Guide 2
- Guide to Creating Text-Dependent Questions
- Checklist for Evaluating Question Quality
- Depth of Knowledge Levels
- MCCS Shifts in ELA/Literacy

Use the “Guide to Creating Text-Dependent Questions,” the “Checklist for Evaluating Question Quality,” the “Depth of Knowledge Levels” handout, and the textbook teaching resources to develop and evaluate text-dependent questions that require higher-order thinking and evidence from the text to support responses. Question stems from the Teacher’s Edition, from alternative teaching resources, and from assessments may be reviewed for inclusion in column 3. List the title of the selection and bullet the text-dependent questions that are pertinent to that selection underneath the title. Evaluate your questions through the lens of the “Montana Common Core Shifts in ELA/Literacy.” As you create the questions to populate column 3, keep this guiding question in mind “Do the questions meet the criteria of Shift 4: Text - Dependent Answers”?

Summary of Step 6

The MCCS require that students work with text-dependent questions. These questions serve as a resource for the teacher to guide students in gathering evidence, knowledge, and insight from what they read. Questions that are text-dependent do not rely on individual experience or opinion. However, text-dependent questions are not simple recall questions. Good text-dependent questions guide students to identify the core understandings and key ideas of the text and have varying levels of difficulty as outlined on the Depths of Knowledge document. Without pre-constructed questions that are text-dependent, meaningful, quality classroom conversations and deep thinking seldom occur. If a student cannot cite evidence for a response from the text, then the response is not acceptable. In this step, you should use the resources listed for facilitating this step to craft questions to accompany each reading selection and to list those questions in column 3. Textbook resources will also provide some sample questions that might be evaluated for inclusion in the alignment guide.



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Glossary of Key Terms

Montana Common Core Standards for English Language Arts

Alignment Guide Module - Stage 2

Aligned Curriculum - refers to a curriculum in which the teaching/learning methods help students achieve the learning outcomes while the assessment methods allow students to demonstrate that they have achieved the learning outcomes.

Alignment Guide - Alignment in this guide is divided into the written, taught/tested, and learned curriculum. This "triangle" is often referred to as a working triangle. When curriculum is aligned properly within these areas, more consistent student achievement occurs.

Assessment - is the measurement of student performance based on the expectations outlined in the standards. A comprehensive system of assessment includes a continuum of formative, interim, and summative measures of student progress.

Assessment Based Approach - process of collecting data for the purpose of improving learning. A comprehensive assessment system provides a framework that defines which assessments should be administered, when they should be administered, to whom they should be administered, and how the assessment results will be used. The results of assessments are used to improve instruction and to increase student achievement.

Close Analytical Reading - Reading tasks in which students are asked to read and reread passages and respond to a series of text-dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text.
achievethecore.org

Curricula - The subjects comprising a course of study in a school or college.

Curriculum - is the organization of standards into a plan that describes the manner (sequence, for how long) in which the standards will be taught and assessed.



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Depths of Knowledge (DOK) Levels – "Webb's DOK provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks." - New York Department of Education

Elementary Sample Alignment Guide - sample alignment guide created as an example at the elementary level to support districts in creating alignment guides for the expectations of the Montana Common Core Standards.

Endurance - has value beyond a single test day.

Formative Assessment (assessments for learning) - is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.

Guidance Documents - Each step within the alignment module contains a document to guide the process and expected results of each step.

Leverage - teaches knowledge and skills of value in multiple disciplines.

Montana Common Core Standards (MCCS) - The Common Core State Standards are a set of high-quality academic expectations in English language arts (ELA) and literacy, as well as mathematics that define both the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career.

MCCS Stages Continuum - The six stages of implementation of the Montana Common Core Standards which follow the time line set forth by the Office of Public Instruction for awareness/overview, alignment, implementation, and assessment.

Readiness - prepares for the next grade level or the next day of instruction.

Secondary Sample Alignment Guide - sample alignment guide created as an example at the secondary level to support districts in creating alignment guides for the expectations of the Montana Common Core Standards.



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Skills Trace – a resource that lists the skills that are taught in each selection. The “skills trace” resource, or scope and sequence, lists the skills that are taught in each selection - often found on the Unit Planning pages.

Summative Assessment (assessment of learning) - used to measure student’s overall learning or outcome of the curriculum and standards. Summative assessments are given at the end of units, mid-term and at the end of a course, which are designed to judge the extent of students’ learning of the material in a course, for the purpose of grading, certification, evaluation of progress or even for researching the effectiveness of a curriculum (Bloom et al., 1971. 117).

Taught/Learned Curriculum - What will be taught and learned and the answer to, "How will you know?" The taught/learned curriculum identifies materials with targeted mastery skills.

Tested Curriculum - The tested curriculum includes all assessments that accompany the literature book and district and state tests.

Text-Dependent Questions - specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

Unpacking MCCS Document: A Progression of Sub-Skills - Identifies the sub-skills, or prerequisites, students need to achieve each of the Montana Common Core State Standards.

Viable and Guaranteed Curriculum - A guaranteed and viable curriculum (GVC) is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to plan and teach all determined essential content. -CREE School Board Improvement (Marzano, Robert. *What Works in Schools*)

Written Curriculum - What students should know (facts) and be able to do (process). The Montana Common Core Standards are part of the written curriculum in this alignment guide.



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Elementary Sample Alignment Guide

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>
<u>Montana Common Core Standards</u>	<u>Instructional Focus with Applicable Selection</u> 1) Comprehension 4) Vocabulary 2) Phonics/Spelling 5) Writing/Grammar 3) Fluency 6) Assessments	<u>Text-Dependent Questions</u>
<p><u>Reading Standards for Literature</u> <u>Key Ideas and Details</u> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><u>Craft and Structure</u> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><u>Range of Reading and Level of Text Complexity</u> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2 – 3 text complexity band independently and proficiently.</p> <p><u>Language Standards</u> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p style="text-align: center;">Quarter I Unit 1 — Good Citizens (Humorous Fiction, Fantasy) Lesson 1 (5 Days) — <i>A Fine, Fine School</i> (TE pp. 28-38/SE p. 14)</p> <p style="text-align: center;"><u>Mastery Objectives</u></p> <p>1. COMPREHENSION Skill: Story Structure Strategy: Summarize</p> <p>2. PHONICS/SPELLING Short vowels <i>a, e, i, o, and u</i> (Phonics) Words with VCCV pattern (Phonics)</p> <p>3. FLUENCY Accuracy</p> <p>4. VOCABULARY-WHOLE GROUP Vocabulary in Context (Targeted Vocabulary) Multiple-meaning words (Vocabulary Strategies)</p> <p>5. WRITING/FOCUS TRAIT/GRAMMAR Descriptive Paragraph/Word Choice/Subjects and Predicates</p> <p>6. ASSESSMENT Grab and Go Weekly Assessments for Lesson #1</p>	<p style="text-align: center;"><i>A Fine, Fine School</i></p> <ul style="list-style-type: none"> • What are the parts of a story? • What helps you make decisions about a character? • How does Mr. Keene feel about the students, teachers, and school? How do you know? • Why does Tillie go to Mr. Keene? • Which character is responsible for the problem in this story? • How do Tillie’s ideas about time to play on weekends and summers differ from Mr. Keene’s ideas? • What do you think Mr. Keene is going to do? What things in the story make you think this? • How do the characters fix the problem at the end of the story (solution)?

Elementary Sample Alignment Guide

<p style="text-align: center;">Quarter 1—Unit 1 (Continued) <u>Vocabulary Acquisition and Use</u></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="text-align: center;"><u>Reading Standards: Foundational Skills</u> <u>Phonics and Word Recognition</u></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="text-align: center;"><u>Fluency</u></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p style="text-align: center;"><u>Writing Standards</u> <u>Text Types and Purposes</u></p> <p>d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p style="text-align: center;">Quarter 1 — Unit 1 (Continued)</p> <p style="text-align: center;">Lesson 2 (5 Days) — <i>The Trial of Cardigan Jones</i> (TE pp. SE/p. 46)</p> <p style="text-align: center;"><u>Mastery Objectives</u></p> <ol style="list-style-type: none"> 1. COMPREHENSION Skill: Conclusions Strategy: Infer/Predict 2. PHONICS/SPELLING Long vowels <i>a, e, i, o, and u</i> (Phonics) Words with VCe pattern (Spelling) 3. FLUENCY Phrasing 4. VOCABULARY-WHOLE GROUP Vocabulary in Context (Targeted Vocabulary) Compound words (Vocabulary Strategies) 5. WRITING/FOCUS TRAIT/GRAMMAR Friendly Letter/Ideas/Kinds of Sentences 6. ASSESSMENT Grab and Go Weekly Assessment for Lesson #2 	<p style="text-align: center;">Quarter 1—Unit 1 (Continued)</p> <p style="text-align: center;"><i>The Trial of Cardigan Jones</i></p> <ul style="list-style-type: none"> Who are the characters in the story? How do you think Kitty Katz feel when she realizes that Cat has not catnapped Puss? Explain your answer. Why does the author use names like Kitty Katz, Cat Carson, and Puss N. Boots in this story? What is the problem in this story and how is it solved?
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Elementary Sample Alignment Guide 2

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>
<u>Montana Common Core Standards: Strands</u> Reading: Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking and Listening Language	<u>Instructional Focus with Applicable Selection</u> 1) Comprehension 5) Vocabulary 2) Phonics 6) Writing/Grammar 3) Spelling 7) Assessments 4) Fluency	<u>Text-Dependent Questions</u> A text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read.
Montana Common Core Standards English Language Arts	Quarter 1 Unit 1 Literature or Informational Text? Lesson 1 (5 Days) <i>A Fine Day</i> (20-25) <u>Mastery Objectives</u>	
<u>Reading Standards for Literature</u>	1. Comprehension	
<u>Reading Standards: Foundational Skills</u> <u>Phonics and Word Recognition</u> 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	2. Phonics Day 2: Skill: identifying root words and meanings and suffixes and meanings (20P) Day 5: Skill: finding words in the story that contain root words and suffixes and identifying the meanings (20R)	
<u>Reading Standards: Foundational Skills</u> <u>Fluency</u>	3. Fluency	
<u>Writing</u>	4. Writing/Grammar	
<u>Language</u>		
<u>Language</u>	5. Vocabulary	
<u>Reading Standards for Literature</u> <u>Reading Standards: Foundational Skills</u> <u>Fluency</u>	6. Assessments Lesson assessment	

Elementary Sample Skills Trace

MASTERY SKILLS AND CONCEPTS	TEXTBOOK READING SELECTIONS WITH TESTED SKILLS				
	UNIT 1 — GOOD CITIZENS				
	<i>A Fine, Fine School</i> (Humorous Fiction) What are the parts of a story?	<i>The Trial of Cardigan Jones</i> (Fantasy) What helps you make decisions about a character?	<i>Destiny's Gift</i> (Realistic Fiction) What clues in a story tell you about characters?	<i>Pop's Bridge</i> (Historical Fiction) How can two bridges be alike and different?	<i>Roberto Clemente</i> (Biography) What causes someone to be called a hero?
Comprehension • Skill • Strategy	Story Structure Summarize	Conclusions Infer/Predict	Understanding Characters Analyze/Evaluate	Compare/Contrast Infer/Predict	Cause/Effect Visualize
Phonics	Short Vowels <i>a, e, i, o, and u</i>	Long Vowels <i>a, e, i, o, and u</i>	Common Vowel Pairs <i>ai, ay, ee, ea</i>	Long o-Spelled <i>oa, ow</i>	Long i Spelled <i>-i, -ie, -igh</i>
Spelling	Words with VCCV Pattern (Phonics)	Words with VCe Pattern	Long a and Long e	More Long o Spellings	Spelling Long <i>-i</i>
Fluency Focus	Accuracy	Phrasing	Accuracy	Expression	Intonation
Vocabulary *Targeted vocabulary taught in every unit	Multiple-meaning words	Compound words	Antonyms	Base words and endings <i>-s, -es, -ed, -ing</i>	Prefix <i>-mis</i>
Writing • Focus Trait • Grammar Focus	Descriptive Paragraph Word Choice Subjects/Predicates	Friendly Letter Ideas Kinds of Sentences	Personal Narrative Paragraph Voice Sentence Fragments and Run-ons	Prewrite: Personal Narrative Ideas Common/Proper Nouns	Draft/Revise/Edit and Publish Personal Narrative Sentence Fluency Plural Nouns with <i>-s</i> and <i>-es</i>








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NON EXAMPLE SECONDARY SAMPLE ALIGNMENT GUIDE QUARTER 3

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>
<u>MCCS</u>	<u>Stories</u>	<u>Test Questions from the Book</u>
<p>Reading Standards for Literature: Key Ideas and Details</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.</p> <p>2. Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>Range of Reading and Level of Text Complexity 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Quarter 3: Unit 7 Author's Style and Voice (Short Story, Poems, and Personal Essay)</p> <p>Objectives- components: Identify style elements (diction, tone, imagery, and voice). Recognize author's style.</p> <p>Reading Comprehension Strategies</p> <p>Visualize interpreting poetry. Identify author's purpose. Paraphrase.</p> <p>Intro to Unit : "Literary Analysis Workshop: Author's Style and Voice"</p> <p>EAP (diction, sensory imagery, point of view, sentence style) Additional Skill/Setting: "The Pit and the Pendulum/The Lake"</p> <ul style="list-style-type: none">  Paraphrase (Review: Make Inferences)  Context Clues/Metaphors and Similes  Use of Rhetorical Devices  (Personification)  Test A, B/C 	<p>EAP</p> <ul style="list-style-type: none"> What kind of mood do the sensory images in "The Pit and the Pendulum" create? What are the sound devices that Poe uses in "The Lake"? Cite examples of how Poe uses personification to create effective imagery in "The Pit and the Pendulum." <p>WW</p> <ul style="list-style-type: none"> What do the descriptions in Whitman's poems tell the reader about each of the speakers? Why does Whitman present the artilleryman's story as a first-person account? Cite details from the text to support your response. In "The Artilleryman's Vision," the speaker's wartime experience is told as a flashback. What insight about the speaker of the poem does the use of this literary device give the reader?



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ELEMENTARY SAMPLE SKILLS TRACE LESSON ASSESSMENT EXAMPLE

MASTERY SKILLS AND CONCEPTS	Lesson Assessments				
	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Lesson 3</i>	<i>Lesson 4</i>	<i>Lesson 5</i>
Comprehension <ul style="list-style-type: none"> Skill Strategy 					
Phonics	Only 1 multiple choice question that asks them to define the meaning of a suffix. Possibly add words or text where students had to identify root words and overall meaning of the words	Word Structure Adding Suffix -ly, p. 20P Adding Suffix -ness, p. 20P	Word Structure Adding Suffix -ity, p. 20Q	Word Structure Developing Oral Language, p. 20Q	Word Structure Developing Oral Language, p. 20R Lesson Review, p. 41O
Spelling					
Fluency					
Vocabulary *Targeted vocabulary taught in every unit					
Writing <ul style="list-style-type: none"> Focus Trait Grammar Focus 					



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ELEMENTARY SAMPLE SKILLS TRACE LESSON PLANNER EXAMPLE

MASTERY SKILLS AND CONCEPTS	Lesson Planner				
	Day 1	Day 2	Day 3	Day 4	Day 5
Comprehension • Skill • Strategy					
Phonics	Word Structure Root Word Plus Suffix, p. 20O	Word Structure Adding Suffix -ly, p. 20P Adding Suffix -ness, p. 20P	Word Structure Adding Suffix -ity, p. 20Q	Word Structure Developing Oral Language, p. 20Q	Word Structure Developing Oral Language, p. 20R Lesson Review, p. 41O
Spelling					
Fluency					
Vocabulary *Targeted vocabulary taught in every unit					
Writing • Focus Trait • Grammar Focus					



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A Guide to Creating Text-Dependent Questions for Close Analytic Reading

Text-Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text-dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text-dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text — they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another.
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts.
- Question why authors choose to begin and end when they do.
- Note and assess patterns of writing and what they achieve.
- Consider what the text leaves uncertain or unstated.



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Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text — keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects: (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

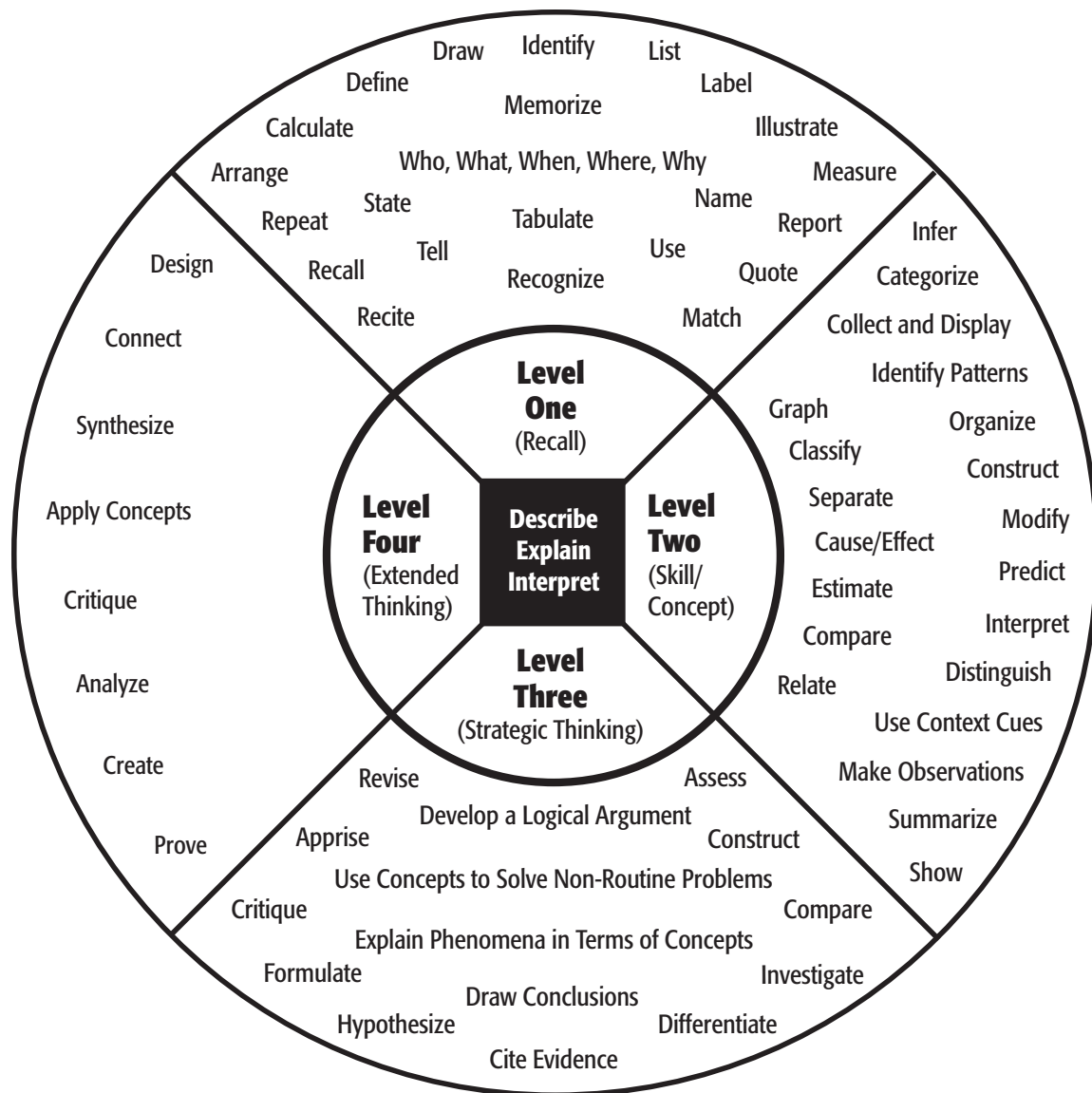
Checklist for Evaluating Question Quality

Text Under Review (include page #s): _____

✓ if yes	Criteria:	Comments/Questions/Fixes (refer to specific questions!):
A. Text-Dependent: These things must be true of every question in the set. When evaluating questions, discard all questions that get a “no” in Section A.		
	A1. Does the student have to read the text to answer each question?	
	A2. Is it always clear to students that answering each question requires that they must use evidence from the text to support their claims? <i>(Standard One should always be in play!)</i>	
B. Important Considerations: These are design factors to keep in mind for the entire question and task set.		
	B1. Do students have an opportunity to practice speaking and listening while they work with these questions and tasks?	
	B2. Do questions include appropriate scaffolding so all students can understand what is being asked? Are the questions worded in such a way that all students can access them?	
	B3. At tricky or key points in the text, are there check-in questions for students to answer so that teachers can check on students’ understanding and use these sections to enhance reading proficiency?	
	B4. Do questions provide an opportunity for students to determine the meaning of academic vocabulary in context? (When possible, do some of these questions explore some aspect of the text as well as important vocabulary?)	
	B5. Does the mix of questions addressing syntax, vocabulary, structure and other inferences match the complexity of the text?	

C. Text Specific:		
	C1. Are the questions specific enough so they can only be answered by reference to this text?	
	C2. Are the inferences students are asked to make grounded logically in the text? (Can they be answered with careful reading rather than background knowledge?)	
D. Organization of the Questions:		
	D1. Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks?	
	D2. Are the questions coherently sequenced? Do they build toward gradual understanding of the text's meaning?	
	D3. Do the questions stay focused on the text and only go beyond it to make other connections in extension activities <i>after</i> the text has been explored?	
	D4. If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections among texts?	
E. Culminating Activity or Writing Prompt:		
	E1. Does the culminating task call on the knowledge and understanding acquired through the questions?	
	E2. Does the writing prompt in the culminating task demand that students write to the text and use evidence?	
	E3. Are the instructions to teacher and student clear about what must be performed to achieve proficiency?	
	E4. Is this a task worthy of the student and classroom time it will consume?	

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

College and Career Readiness Anchor Standards for Grades K-12
English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Please see: "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*



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College and Career Readiness Anchor Standards for Grades K-12
English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

Writing

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*



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College and Career Readiness Anchor Standards for Grades K-12
English Language Arts and Literacy in History/Social Studies, Science and Technical
Subjects

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.



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College and Career Readiness Anchor Standards for Grades K-12
English Language Arts and Literacy in History/Social Studies, Science and Technical
Subjects
Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic- and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



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Common Core State Standards

Appendix A, pg 8-9

Key Considerations in Implementing Text Complexity

Texts and Measurement Tools

The tools for measuring text complexity are at once useful and imperfect. Each of the qualitative and quantitative tools described above has its limitations, and none is completely accurate. The development of new and improved text complexity tools should follow the release of the Standards as quickly as possible. In the meantime, the Standards recommend that multiple quantitative measures be used whenever possible and that their results be confirmed or overruled by a qualitative analysis of the text in question.

Certain measures are less valid or inappropriate for certain kinds of texts. Current quantitative measures are suitable for prose and dramatic texts. Until such time as quantitative tools for capturing poetry's difficulty are developed, determining whether a poem is appropriately complex for a given grade or grade-band will necessarily be a matter of a qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 may not be appropriate for quantitative analysis, as they often contain difficult-to-assess features designed to aid early readers in acquiring written language. The Standards' poetry and K-1 text exemplars were placed into grade-bands by expert teachers drawing on classroom experience.

Many current quantitative measures underestimate the challenge posed by complex narrative fiction. Quantitative measures of text complexity, particularly those that rely exclusively or in large part on word- and sentence-level factors, tend to assign sophisticated works of literature excessively low scores. For example, as illustrated in example 2 below, some widely used quantitative measures; including the Flesch-Kincaid Grade Level test and the Lexile Framework for Reading, rate the Pulitzer Prize-winning novel *Grapes of Wrath* as appropriate for grades 2-3. This counterintuitive result emerges because works such as *Grapes* often express complex ideas in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Until widely available quantitative tools can better account for factors recognized as making such texts challenging, including multiple levels of meaning and mature themes, preference should likely be given to qualitative measures of text complexity when evaluating narrative fiction intended for students in grade 6 and above.

Measures of text complexity must be aligned with college- and career-readiness expectations for all students. Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. MetaMetrics, for example, has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted up-ward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college- and career-readiness level by no later than the end of high school.

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

⁴RAND Reading Study Group. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND. The quoted text appears in pages xiii-xvi.

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Readers and Tasks

Students' ability to read complex text does not always develop in a linear fashion. Although the progression of Reading standard 10 (see below) defines required grade-by-grade growth in students' ability to read complex text, the development of this ability in individual students is unlikely to occur at an unbroken pace. Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band. For example, many students just entering grade 2 will need some support as they read texts that are advanced for the grades 2–3 text complexity band. Although such support is educationally necessary and desirable, instruction must move generally toward *decreasing scaffolding* and *increasing independence*, with the goal of students reading independently and proficiently within a given grade band by the end of the band's final year (continuing the previous example, the end of grade 3).

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Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college- and career-ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text — literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.



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NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.² See following table.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	3	3	3
8	3	3	3
12	4	4	2

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

¹ The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

² As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings

Montana Common Core Shifts in ELA/Literacy

Shift 1: K-5 Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are places where students access the world – science, social studies, the arts and literature – through text. At least 50 percent of what students read is informational.
Shift 2: 6-12 Knowledge in the Content Areas	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms, rather than referring to the text, they are expected to learn from what they read.
Shift 3: Staircase of Complexity	In order to prepare students for the complexity of college- and career-ready texts, each grade level requires a “step” of growth on the “staircase.” Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient; they create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so the text is possible for students reading below grade level to read.
Shift 4: Text-based Answers	Students have rich and rigorous conversations which are dependent on all students reading a common text. Teachers insist that classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text both in conversation as well as in writing, to assess their comprehension of a text.
Shift 5: Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts and arguments presented in the texts they read.
Shift 6: Academic Vocabulary	Students constantly build the vocabulary they need to be able to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts across the content areas.

This document was adapted from *Common Core “Shifts”* originally published by engage_{ny}.



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Assessment Support Document - Quarter 1

Diagnosics	Selection Tests	Unit Tests	Benchmark Tests	District Assessments	Formative or Summative Assessment	Other Assessments
Diagnostic assessments pinpoint areas of strengths and weaknesses.	Program assessments (selection, unit, benchmark) are textbook assessments designed to test skills directly taught (selection and unit) and the application of those skills (benchmark).	Tests that accompany a text at the end of a six to eight week period covering multiple lessons, usually connected by a theme.	Tests that are a point of reference by which something can be measured. Benchmark testing establishes performance targets throughout the school year.	District assessments are diagnostic or summative and are usually required.	<u>Summative</u> assessments are assessments <i>of</i> learning. <u>Formative</u> assessments are assessments <i>for</i> learning.	State assessments are summative and are required.
1. What kinds of assessments are available? 2. Which assessments will you use? 3. How will you use them?						



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